

Basis for Strategic Planning in Offering Bachelor of Technical Teacher Education Program in Compliance to Prescribed Commission on Higher Education (CHED) Standards

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ABSTRACT This descriptive research study assessed the status of the implementation of the Bachelor of Technical Teacher Education program (BTTE) of Camarines Sur Polytechnic Colleges (CSPC) as basis for enhancement. Descriptive type of research method was used in the study with 104 respondents. Primary data were gathered through Focus Group Discussions (FGD) and secondary data were sourced from records. This study was delimited to the BTTE program implemented from Ladder I to Ladder III only. Results revealed that the curriculum offered by this college was above the minimum requirements prescribed by Commission on Higher Education (CHED). The BTTE program was administered by a highly qualified department dean. The college has a modern food laboratory facility; however, the books and journals in the library are not sufficient for BTTE students. The questionnaire is the main instrument in this study. The classrooms are also considered a problem during the program implementation. The college encountered a very fast turn out of faculty handling major subjects during the first two years of implementation. The result of TESDA assessment for the major competencies was low; the Raagas 5-point scale was adopted to determine the competencies of the students. Further results revealed complaints on major subjects, which require students to buy ingredients or materials for their laboratory activities was also low. The Strategic Development Plan of CSPC (2015-2018) is the reference in creating the strategic development plan of the BTTE program.

INTRODUCTION

Curriculum development and its implementation determine how well an educational institution give importance on developing students' outcomes (Terano 2019). It is noted that education plays the most important part in the society as this concerns on how knowledge, skills and competencies of students must be developed in order to achieve the best for every individual (Terano 2015, 2018a).

With the implementation of the Enhanced Basic Education Act, the Department of Education (DepEd) was certain that the new curriculum would enhance the quality of education in the Philippines (RA10533 2013). This educational reform increased the demand for teachers in the Junior and Senior High School. Camarines Sur Polytechnic Colleges (CSPC) immediately responded to the needs of the community by offering relevant curricular courses or programs to address the K to 12 issues and concerns. The college was equally confident that it was prepared for the pioneer batch of Senior High School students.

One of the curricular programs offered by the college is the Bachelor of Technical Teacher Education (BTTE). This program is designed for teachers of basic education who shall develop technological literacy, or the ability to develop, use, manage, understand, and assess technology for students. The first two ladders of the BTTE program were designed/patterned for the Technical Education Skills Development Authority (TESDA) program adopting their knowledge, skills and competencies of the given trade area. The primary goal of BTTE program is to prepare competent teachers by providing them with technical expertise in varied major fields of specialization such as Food Service Management and Electronics Technology. The graduates of this course will be the potential teachers assigned in the junior, senior high school level, and tertiary level.

In the pursuit of quality education and services to all the stakeholders, this research is prepared for the college to know whether the course is adoptive of the minimum standards based on CHED Memorandum No. 56, series of 2007 (CHED 2007) and improve the quality and standard of a

BTTE graduate to be at par with other higher educational institutions offering the same course.

Camarines Sur Polytechnic Colleges (CSPC) is one of the nine state universities and colleges (SUCs) in Region V with most of the curricular programs accredited by Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACCUP), an accreditation required for normative funding and SUC leveling. Furthermore, the college is an International Organization certified by TUV SUD Philippines since 2013.

Bachelor of Technical Teacher Education (BTTE) is a four-year degree program of the college that provides students with the knowledge and skills to teach technical – vocational courses. It aims to equip students with strong theoretical understanding of teaching and technology and to inculcate in students a deep understanding of the teaching and learning principles and educational theories needed in teaching technical – vocational courses. It also discusses how the educational processes relate to larger historical, social, cultural and political processes.

Generally, the program's curriculum is filled with education subjects; thus, graduates of this program are allowed to take the Licensure Examination for Teachers (LET). Once graduates of the BTTE program pass the LET, they are entitled to teach in academic institutions in elementary, secondary and college levels. Home Economics and Livelihood Education (HELE), Technology and Livelihood Education (TLE), Agricultural Technology (AgriTech), Practical Arts (PracArts) and Computer Technology (ComTech) are some of the subjects that graduates can teach (CHED 2007). In addition, graduates of the BTTE program may also teach in the Technical Education Skills Development Authority (TESDA), vocational schools, private and livelihood training centers as well as in charitable institutions, which aim to train the oppressed sectors of the society in developing specific skills that they can use to earn money and become financially independent.

The Development Plan of Central Bicol State University of Agriculture in Camarines Sur states that, as a University of Agriculture, it is mandated to provide both advanced instruction and research in agriculture and allied technological sciences including education, arts and related sciences, to undertake extension and development programs and to provide the necessary leader-

ship in agricultural, environmental, and technological development in the Bicol Region (CBSUA 2014). This plan has similarities with the present study; however, the latter is limited to BTTE program of the college.

The Five-Year Development Plan (2010-2015) of Ilocos Sur Polytechnic Colleges highlights the vision of modernizing the college's human and material resources in order to live up with the culture of commitment, conservation and evolution towards excellence (ISPSC 2010). With the demands of the fast-changing environment, the expectations of their clients were considered in the formulation of goals and objectives. With this, the logical framework for SUCs from the societal to the sectoral goals was used in the overall planning of the administration and organization of their college.

Another study dealt with the measures undertaken by Region ISUCs to advance the professional development of the administrative council and teachers through Faculty Development Programs (Somera 2009). A proposed functional Faculty Development Plan tailor-fit to the professional enhancement of administrators and faculty of Region ISUCs may possibly be suited to other HEIs in the country was the significant contribution of the study.

The study conducted by De la Cruz et al. (2012) reviewed the implementation of the College of Arts and Sciences Academic Assessment Program SY 2009 – 2014 and dealt on the existing Five-Year Assessment Program that aims to develop, improve, and sustain standard and procedures to determine the effectiveness of the learning process of the students.

The Ramon Magsaysay Technological University (RMTU) Strategic Development Plan 2016 – 2020 provides the flesh and bones in attaining the new vision statement (RMTU 2015). Spearheaded by the Office of the Director for Planning and Development, it is a product of collaborative efforts in bringing synergistic and parallel undertakings by all the offices and services of the university. It focused in seven key areas, which include instruction, research, extension, people management, infrastructures and facilities, administration and support services. Performance indicators, annual targets and budgetary requirements are quantitatively defined, and balanced scorecards were installed for monitoring and evaluation.

The Strategic Development Plan of CSPC (2015-2018) was adopted by the researcher in the preparation of the strategic development of BTTE program. One of the plans stated is at least 25 percent of the faculty must be doctoral degree holders in their area of teaching and 75 percent were master's degree holders (CSPC 2014). The researcher prepared a strategic development on the following items: curriculum, program administration, faculty, instructional standards, library, laboratories, facilities, admission, and retention.

Objectives of the Study

The study assessed the status of the implementation of the BTTE program of CSPC as basis for enhancement. Specifically, it sought to determine the extent of compliance of the BTTE program to the minimum requirements indicated in the policies and standards stipulated in the CHED memorandum No. 56 series of 2007 along Curriculum, Program Administration, Faculty, Instructional Standards, Library, Laboratories, Admission and Retention Requirements, and Research; the identified strengths and weaknesses of the BTTE program after its second year of implementation; the areas of improvement in the BTTE program; the problems encountered in the implementation of BTTE program; and the strategic plan that can be formulated to improve the BTTE program of CSPC.

The study is delimited to the BTTE program of CSPC implemented from Ladder I-III only. This covered the assessment of the program per se and the preparation of the strategic plan for the program. The effectiveness and validity of the strategic development plan is not covered by this study.

METHODOLOGY

This study employed descriptive research design and with a total of 104 respondents representing the following participants: 2 TESDA assessors, 10 faculty members, 10-community representative, and 82 students enrolled in Ladder I to III. The main instrument used in this study was a questionnaire. The documentary analysis and survey method were also adopted. Data were gathered from the available documents from the registrar's office, dean's office, guidance office, human resource, management office, physical plant and facilities office, and library.

Data were analyzed based on the purpose and specific problem of the study using simple statistics and a 5-point scale (Raaga 2007). Discussions with the respondents were done based on the available data gathered. Focus Group Discussion was also employed in the formulation of the Strategic Development Plan for the Bachelor of Technical Teacher Education Course or Program.

RESULTS AND DISCUSSION

The extent of compliance of the BTTE program along curriculum, program administration, faculty, instructional standards, library, laboratories, admission and retention requirements, and research are discussed in this section.

Respondents

The respondents of the study are presented in Table 1. There were two TESDA Assessors, 10 faculty members assigned to handle the general education courses, professional education courses and the major courses of the Bachelor of Technical Teacher Education (BTTE) with two major courses: the food service management and the electronics technology. At the end of every ladder, students were required to submit themselves for the TESDA assessment. If students passed the required assessment (major technical courses) for the specific ladder, they will receive the National Competency Certificate (NC II). This assessment measures students with their acquired knowledge, skills and competency for the trade area. 10-community representative and 82 enrolled students. Total 104 respondents participated in the study.

Table 1: The respondents

<i>Respondents</i>	<i>Number of participant</i>	<i>Percent</i>
TESDA assessor	2	1.92
Faculty member	10	9.61
Community representative	10	9.61
Students	82	78.86
Total	104	100

Curriculum

The curriculum adopted by CSPC is the model which is offered to high school graduates who

meet the admission requirements set by the College. This program of study for the general and professional education subjects is based on CHED Memorandum (CMO) No. 30, series of 2004, but the adopted whole curriculum is based on CMO No. 56, series of 2007 (CMO 2007). Table 2 presents the curriculum analysis of the BTTE program.

Table 2: The comparative analysis of the curriculum

	<i>CHED memo No. 56 s 2007</i>	<i>CSPC curriculum</i>
General education subjects	60 units	60 units
Professional education subjects	51 units	51 units
Major subjects	57 units	57 units
TESDA competency subjects	0	5 units
NSTP	6 units	6 units
TOTAL UNITS	168 units	173 units

The curriculum of this college is above the minimum requirements prescribed by CHED. The college added five units of TESDA competency subjects for the curricula shown in Table 1. The additional subjects are Introduction to Food Service, a 2-unit laboratory subject, and Food Service Bartending and Waitering, a 3-unit lecture

subject, and Food Service Practicum, a 2-unit laboratory subject. These subjects are considered TESDA competency subjects to enhance the capability of the graduates of ladder I and II.

Program Administration

Table 3 is the presentation of the program administration required by the CHED and adopted by the college.

Table 3 presented the qualification of Program Administration set by the CHED. The BTTE program of the college was administered by a highly qualified department dean. He was a graduate of Bachelor of Technical Teacher Education and Bachelor of Science in Computer Science and earned his Master's and Doctorate degrees relevant to his position. The program had a fulltime chairperson with six faculty members who were graduates of Bachelor of Technical Teacher Education.

Instructional Standards

The BTTE program of this college maintains high standards of instruction and utilized a variety of appropriate emerging instructional technology procedures among others by adopting

Table 3: The comparative analysis of the program administration

<i>CHED requirements</i>	<i>CSPC program administration</i>
<i>Dean</i>	<i>Dean</i>
Holder of a master's degree or PhD or DTE With at least 3 years of a very satisfactory teaching experience A full time dean	Holder of PhD and EdD degrees 21 years in service with 12 years of deanship A full time dean
<i>Chairperson</i>	<i>Chairperson</i>
At least master's degree graduate relevant to his baccalaureate degree	The designated department chair is on her Thesis Seminar and expected to graduate by October 2018.
<i>Faculty</i>	<i>Faculty</i>
Must be compliant with at least accumulated 560 hours of industry or job experience.	Two faculty members have permanent status.
Must be a holder of an appropriate master's degree to teach in major field of specialization.	All newly hired instructors are enrolled in thesis writing and some of them completed academic requirements for master's degree program in Industrial Education courses.
With at least three (3) years of very satisfactory supervisory experience.	All newly hired faculty members are hired from private schools as teachers for less than three years.

what is accepted and going beyond the standards of the CHED policies. This was in accordance with the concept that the presence of educational technology is important in classrooms to achieve high level of instructional delivery in educational institutions (Stošić 2015).

One example of the college practices was the grading system. This system was stipulated in the student handbook and other reportorial requirements of the college. One of the good proofs is the annual checking of computed grades during the International Standardization Audit conducted by the external accreditors from TUV SUD Philippines as an international accrediting body of the ISO standard. In addition, instructional standards based on the CMO No. 56, series of 2007 were adopted by the college.

The college adopted an outcomes-based education particularly on the preparation of the syllabus. Outcomes-based education is an educational framework which meets the modern educational needs and expectations (Malan 2000). There were many students' and teachers' classroom activities that manifest the instructional standard. The college provided several laptops and projectors for ICT integration in teaching. Group activities, use of ICT, brainstorming, etc. were observed in several classroom occasions. Students' access to Internet connection was also observed.

Library

Based on the CMO No. 56, series of 2007, the general library requirements should follow the minimum requirements with a library collection of at least 5 titles per subject and at least twenty percent of the total books collection published within the last four years. It is important to note

that library resources influence students' learning (Mahwasane 2017). Table 4 shows the minimum requirements for BTTE program.

The minimum requirements of the CMO No. 56, series of 2007 for library holding are met by the college as shown in Table 3. The total number of subjects required was thirty-one with fifteen professional education subjects and sixteen major subjects. Based on the CMO, the required library holdings of this program should have at least five titles per subject with at least twenty percent of the total books collection published within the last four years.

Based on the data gathered, the extent of compliance on library facilities and reference materials or books was moderately adequate. The data implied that the library collection is compliance to the minimum requirement of CMO No. 56, series of 2007. Table 5 presents the status of library collection for the BTTE program of the college.

Table 5: Status of library collection

<i>Existing collection</i>	<i>No. of books available</i>	<i>Percentage of titles</i>
Total no. of titles published within the last four (4) years	109	41
Total no. of titles published from 2013 and earlier	158	59
Total no. of titles	267	100

It shows that there were 109 total numbers of book titles published within the last four years, 158 total number of book titles published earlier than 2013, and 267 book titles available for the BTTE program. It was noted that there were 109 or 41 percent titles published within the period given by CHED, which shows that the program exceeded the 20 percent minimum requirement.

Table 4: Status of library collection

<i>CHED requirement on library collection</i>	<i>CSPC available library collection</i>						<i>Remarks</i>
	<i>No. of subjects</i>	<i>No. of books required / subject</i>	<i>Total no. of books</i>	<i>No. of subjects</i>	<i>No. of book required/s subject</i>	<i>Total no. of book available</i>	
Major Subjects	16	5	80	16	5	114	Compliance
Professional Subjects	15	5	75	15	5	153	Compliance
Total	31		155	31		267	Compliance

Laboratories and Facilities

Laboratories and facilities have a great impact on academic performance of students, and inadequate facilities translate to poor performance (Oluremi 2013). At present, the faculty and students of this program conduct their laboratory activities at the College of Management and Entrepreneurship (CME) Food Laboratory, which is equipped with modern facilities. However, the BTTE students use this laboratory during Saturdays and Sundays because of the volume of students using the laboratories on weekdays. Class size during the laboratory period is 25 students with one instructor to supervise and monitor the activities of students (TESDA 2019). Table 6

shows the presentation of the laboratory facilities and equipment by classification.

With the increase of the BTTE students' population, the department was provided with two classrooms as a temporary laboratory to decongest the CME Food Laboratory. By SY 2019-2020, this program would have its buildings and laboratory facilities. By 2018, college had planned to prepare for the initial request of laboratory tools and facilities needed by the program.

Admission and Retention Requirements

As stated in the CSPC Student Handbook, "The Camarines Sur Polytechnic Colleges shall be open to all students who are willing to abide

Table 6: Laboratory, tools and facilities

<i>Laboratory, tools and facilities</i>	<i>Brief description</i>	<i>Capacity</i>
Food and Beverage Services Tools and Equipment	The Food and Beverage Services NC II Qualification consists of competencies that a person must achieve to provide food and beverage service to guests in various food and beverage service facilities.	25 students per laboratory period based on TESDA Training Regulation
Cookery Tools and Equipment	The Cookery NC II Qualification consists of competencies that a person must achieve to clean kitchen areas, prepare hot and cold meals and desserts for guests in various food and beverage service facilities.	25 students per laboratory period based on TESDA Training Regulation
Bartending Tools and Equipment	The Bartending NC II Qualification consists of competencies that a person must achieve to operate a bar, prepare and mix cocktails and non-alcoholic concoctions and provide basic wine service to guests in all food and beverage service providers except for "Specialty Coffee Shops".	25 students per laboratory period based on TESDA Training Regulation
Bread and Pastry Production Tools and Equipment	The Bread and Pastry NC II Qualification consists of competencies that a person must achieve to be able to clean equipment, tools and utensils, and prepare, portion and plate pastries, breads and other dessert items to guests in hotels, motels, restaurants, clubs, canteens, resorts and luxury lines/cruises and other related operations.	25 students per laboratory period based on TESDA Training Regulation

by its rules and regulations and who meet the academic requirements of the program in which they wish to enroll. No student shall be denied admission to the College by reason of age, sex, gender orientation, ethnic consideration, socioeconomic status, religious belief, political affiliation, etc.” (CSPC 2015). It was noted that there was an effect on the academic performance of students admitted through admission policy and their retention (Agboola 2014).

The admission rating was computed based on Aptitude Test (35%), Mental Ability Test (45%), High School General Average Grade (20%) with a passing rate of 75 percent. Applicants who will get an admission rating of 85 percent and above shall be accorded with priority enrolment.

For SY 2014 – 2015, the administration strategized to accept more enrollees to address the effect of the K to 12 and lowered the admission-passing rate of 75 percent to 70 percent. This resulted in more enrollees in the program with 158 students in its first year of implementation.

Research

At present, there were two substantive researches disseminated and published in Asia Pacific Journal of Multidisciplinary Research, an internationally referred accredited research journal, with Incubation Grant for 2017 by CHED. Another faculty member had an approved research proposal. As of now, three faculty members were conducting research activities.

Table 7 shows the number of faculty members who are engaged in research undertaking.

Table 7: Numbaer of faculty engaged in research

	<i>No. of faculty</i>	<i>Percent</i>
Conducting relevant research on BTTE program	3	30
Not conducting research	7	70
Total	10	100

In Table 7, it was noted that there were only three faculty members conducting research. This is because majority of faculty members of this program were newly hired and were enrolled in their Master’s degree program as requirement for permanent position.

The Strengths and Weaknesses of the BTTE Program of CSPC

The Strengths

Based on the gathered data, the following are considered strengths of the BTTE program of the college in its second year of operation.

Curriculum

In the curriculum, the BTTE program is a unique ladderized program offered by the college. It is a board course program where at the end of the fourth ladder, students can take the Licensure Examination for Teachers (LET). The study of Terano (2018b), emphasizes that academic performance is a predictor of licensure examination performance. Thus, strengthening the curriculum will result in good academic performance of students, and may turn into high passing percentage in the licensure examinations.

The students are awarded with a certificate for each ladder that can be used in applying for a job position if they wish to work after finishing the ladder. Then, they can still enroll to continue to the next ladder until they finish the fourth ladder to receive the diploma or degree course. An entry and exit point at the end of each ladder is one of the strengths of the curriculum.

Program Administration

In the program administration, the president, the vice president and the dean were all qualified to handle the position. They were all doctoral degree holders with relevant trainings, seminars, eligibilities and experiences.

Instructional Standard

The program was based on the CHED memorandum and policy. The college was compliant to the policies based on the gathered data.

Research

Research was one of targets of the college reflected in the yearly Office Performance Commitment Report (OPCR) of every unit. The college adopted the Individual Performance Com-

mitment Report (IPCR) rating of faculty as follows: Instruction (45%), Research (20%), Extension Service (20%) and the other requirements (10%) like on time submission of syllabi, computation of grade, etc. Each faculty member is required to conduct research because IPCR is computed at the end of the school year. This practice of the college is considered a factor that encourages the faculty to conduct research at least once in a school year.

The Weaknesses

Based on the gathered data, the following are considered weaknesses of the program.

The Faculty

Based on the data gathered by the researcher from the Human Resource Management Office (HRMO) of the college, there were six newly hired faculty members handling the major subjects of the program. Two were enrolled on thesis writing while four were enrolled in master's degree programs leading to Master of Arts in Industrial Education major in Technology and Livelihood Education that is related to their baccalaureate degree. Table 8 presents the number of faculty members with their qualification.

The Library

The library building used by the BTTE students is considered a state-of-the-art facility because of the recommendation of the AACCUP to comply with the minimum requirements for level

III re-accreditation of the different programs of the college.

Laboratory Facilities

The laboratory used by the BTTE faculty and students during their laboratory hours is controlled and managed by the CME department. The CME has a big student population that is why the BTTE faculty members and students have their laboratory activities on weekends. This scenario is considered a weakness of the program because they only share the resources of another program.

Areas of Improvement in the BTTE Program of CSPC

Based on the data gathered from the different resource offices, all areas of the BTTE program needed improvement as presented in the previous discussions. The improvement for the different areas mentioned would form part of the strategic development plan of this research. The Strategic Development Plan of CSPC (2015-2018) is the reference in creating the strategic development plan of the BTTE program.

Problems Encountered in the Implementation of the BTTE Program of CSPC

Based on the data gathered by the researcher, the laboratory facilities, the library, the classrooms, and the faculty and students are considered as problems encountered during the implementation of the program. Table 8 presents the problems

Table 8: The faculty members' educational background

<i>No. of faculty</i>	<i>Baccalaureate degree</i>	<i>Master's degree</i>	<i>Remarks</i>
1	Bachelor of Science in Electronics Engineering	Master of Engineering Technology, major in Electronics	Permanent
1	Bachelor of Science in Industrial Education	Master in Business Management	Permanent
1	Bachelor of Science in Electronics Technology	Master of Arts in Industrial Education (With units)	Temporary
6	Bachelor of Technical Teacher Education	Master of Arts in Industrial Education (With units)	Temporary
1	Bachelor of Technical Teacher Education	Master of Arts in Industrial Education (CAR)	Temporary
10	Total		

Table 8: Problems encountered in the implementation of the BTTE Program

<i>Problem encountered</i>	<i>Persons who reported</i>	<i>Service area affected</i>
Laboratory facilities	Students and the instructors	Laboratory period
Library resources	Students	Instruction
Classrooms facilities	Students and instructors	Instruction
Faculty turnout	Dean, instructors, students and the office staff	Instruction
Major subjects	Students	Laboratory and instruction
Low passing rate on TESDA assessment	Assessors, instructors	Instruction and application

encountered in the implementation of the BTTE program of CSPC.

Based on the gathered data and interpretation on the results of the TESDA Assessment of the major courses the result is low. The Raagas 5-point scale instrument was adopted by the researcher and based on the result students who took the assessment for the two major courses (Food Service Management and Electronics Technology) results were interpreted as low, concerning their major courses.

The college had a modern food laboratory facility situated at the second floor of the CME Building. However, this laboratory was shared by other programs of other college like the BS in Food Service Management (BSFSM) course. The BTTE faculty members and students were only allowed to use this laboratory on weekends or depending on the availability of time based on the schedules of the BSFSM program (other college).

The library was also considered a problem because of the availability of funds to purchase foreign published books and related journals needed by this program. Considering that the program was new, the library resources were equipped with minimum books and journals, so reference books of other programs were shared. Moreover, the number of book titles on hand was not sufficient for BTTE students.

The availability of classrooms was also considered a problem during the implementation of the program. One of the strategies of the administration to maximize resources was to hold classes during weekends. The scheduled regular classes of the BTTE program start from Wednesday to Sunday because on these days, other programs were on their rest day or related learning experience outside the college.

The college encountered a very fast turnout of faculty handling major subjects during the first

two years of operation. Most of them transferred to Department of Education (DepEd) senior high schools, where the requirements were not as hard as in state universities and colleges, due to the implementation of the K to 12 program and unaligned degrees for baccalaureate and master's education.

During the initial operation of the program, majority of the faculty had an expired TESDA National Certificate. The National Certificate (NC) was upgraded to higher version, which required the holder to attend other trainings and Training Methodology Courses to renew their certificate or re-submit an NC assessment.

Based from the Guidance Office records, majority of students belong to below average income family. This resulted in students complaining about their major subjects, which require them to buy ingredients or materials for their activity during laboratory hours. However, they also expressed that during the orientation, they were informed that this course really requires financial expenses for it was not covered in their tuition and miscellaneous fees.

TESDA passing rate on assessment was also a problem encountered by students. Assessors observed that during the assessment period, students are not familiar with the specific tools and equipment needed to perform certain tasks in the activity as reported by the assessors during the exit conference.

CONCLUSION

The curriculum offered by the Camarines Sur Polytechnic Colleges was above the minimum requirements prescribed by CHED including the additional five units of TESDA competency subjects for the curricula. The BTTE program was administered by highly qualified College Dean.

The program had a fulltime chairperson with six faculty members who were graduates of BTTE program. The college adopted the instructional standards based on the CMO No. 56, series of 2007. It is noteworthy that in terms of the status of library collection, the program exceeded the minimum requirement of at least twenty percent. The BTTE students used the laboratory facility on weekends because of the volume of students using the laboratories during weekdays. For the SY 2014 – 2015, the administration strategized to accept more enrollees to address the effect of the K to 12 implementation and lowered the admission-passing rate of 75 percent to 70 percent, which resulted in more enrollees for the program. There were three faculty members conducting research relevant to their field of specialization.

RECOMMENDATIONS

The Strategic Development Plan (STP) of CSPC (2015-2018) was the reference in creating the strategic development of the BTTE program. In addition, the BTTE program may conduct benchmarking to other state colleges and universities to strengthen the program and tap linkages with other agencies and organizations such as State Universities and Colleges (SUCs), Government Agencies and other Higher Educational Institutions (HEIs).

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